

CENTRAL INTELLIGENCE AGENCY
INFORMATION REPORT

COUNTRY USSR

SUBJECT Status of Scientific Work in Advanced
Educational Institutions of the USSR

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1. In the USSR much attention is given to the problem of scientific research work in the advanced educational establishments. A resolution of the Supreme National Commissars and of the Central Party Committee issued on 23 Jun 36 established that directors of chairs in the advanced educational institutions must approve an individual plan of scientific research work for every worker and must provide for a systematic raising of scientific and pedagogic qualifications for chair members. Every five years competitive exams are held in the advanced educational institutions to replace staff positions of chairs, professors, lecturers, instructors and assistants. In 1951 the contingent of professor-instructor staffs in the advanced educational institutions amounted to about 65 thousand people. In the same year there were about 12 thousand aspirants in the advanced educational establishment and scientific research institutes.
2. In 1953 there were about 8800 student scientific circles in the advanced educational institutions which included more than 182 thousand student participants.

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3. The two main principles of scientific research work in the advanced educational institutions are:
 - (a) Greater exploitation of the most important problems;
 - (b) Closer association of theoretical scientific work with practical work.
4. The plans of scientific research work in the advanced educational institutions are concerned with the problems of increasing work production, the improvement of technological processes, the mechanization and automatism of production, the search for new forms of raw materials for industry, the improvement of quality and the reduction of production costs, etc.
5. Much scientific work in the advanced educational institutions is completed in the form of constructive agreement with industrial workers. For the purpose of increasing scientific work, many students are attracted to the advanced educational establishments. The government resolution in relation to this states as follows: Advanced educational institutions are obliged to familiarize future specialists with basic theoretical principles, to develop habits for independent scientific analysis, and to teach the students by giving them practical experience. The degree of scientific achievement in the advanced technical educational institutions of the USSR is on a very high level. The professor-instructor staff and many of the students gain great success in scientific research work and this in return provides for higher qualified specialists--professors and lecturers--for manning the advanced technical educational institutions.
6. The marine advanced educational institutions are also manned by many specialists--professors and lecturers--thus providing well trained specialists. Some of the prominent professors in the marine advanced educational institutions are:
 - (a) Dr of Technical Sciences - professor /fnu/ Pavlenko, head of the chair of ship theory in the Odessa Institute of Merchant Fleet Engineers.
 - (b) Candidate of Technical Sciences - lecturer /fnu/ Goryanskiy, instructor in the chair of ship theory at the Leningrad Advanced Navigation School.
 - (c) Lecturer /fnu/ Kostyukov, director of the chair of architecture and ship designing at the Odessa Institute of Merchant Fleet Engineers.
 - (d) Lecturer /fnu/ Starosel'skiy, director of the chair of organization and technology of ship repair at the Odessa Institute of Merchant Fleet Engineers.
 - (e) Professor at the Leningrad Advanced Navigation School, the hydraulic specialist /fnu/ Makkaveyev.
 - (f) Professor at the Leningrad Advanced Navigation School, electric motor driven ships specialist /fnu/ Polonskiy.
 - (g) Professor at the Odessa Institute of Merchant Fleet Engineers, specialist in ship refrigeration installations, Solomon Levenson.
 - (h) Professor at the Odessa Institute of Merchant Fleet Engineers, specialist in ship refrigeration installation and internal combustion engines, /fnu/ Martynovskiy.
 - (i) Professor at the Odessa Advanced Navigation School, specialist on ship steam engines /fnu/ Lysenko.
 - (j) Professor at the Odessa Advanced Navigation School, specialist on ship internal combustion engines, /fnu/ Miryushchenko.
 - (k) Professor at the Leningrad Advanced Navigation School, specialist on ship navigation, /fnu/ Khlyustin.

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7. In 1951 the following amount of scientific research work was completed in the maritime advanced educational institutions:
- (a) Odessa Institute of Merchant Fleet Engineers-----14 Projects
 - (b) Odessa Advanced Navigation School----- 6 Projects
 - (c) Leningrad Advanced Navigation School----- 7 Projects
 - (d) Vladivostok Advanced Navigation School----- 5 Projects
8. The nature of some of this scientific research work which was put into practical use is as follows:
- (a) Pavlenko of the Odessa Institute of Merchant Fleet Engineers developed a method for regulating the loading of ships.
 - (b) The chair of ship repair at the Odessa Institute of Merchant Fleet Engineers developed a method of thermal chrome-plating in powder form, masses of certain ship parts and instruments.
 - (c) The Odessa Institute of Merchant Fleet Engineers conducted a search for corrosion resistant metallic constructions /sic/ for marine waters. For this purpose a single marine corrosion station for natural experiments was established.
 - (d) The Vladivostok Advanced Navigation School developed an instrument for controlling the stability of ships.
 - (e) Professor /Tnu/ Nikolai of the Odessa Advanced Navigation School completed a job on a new method for building long ships in short docks.
 - (f) The Leningrad Advanced Navigation School developed a project for mechanizing the burning of coal in the furnaces of steam boilers on merchant ships.
 - (g) The Odessa Institute of Merchant Fleet Engineers developed a method of welding babbitts with a stream of air-hydrogen flame.
9. From the above it is clear that scientific research work in the advanced educational institutions has a close association with production and the majority of the finished jobs have a practical application which gives a technical-economical effect. The reason for this is that students, especially those in the upper courses, are attracted to scientific research work.

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